

# Childminder report

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Inspection date: 4 April 2023

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Good |
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## What is it like to attend this early years setting?

### The provision is good

Children are content and settle well at the childminder's home. They are eager to explore the interesting range of resources that focus on their interests. The children feel safe and secure. They develop a caring bond in the childminder's nurturing care. Children behave well and play contentedly alongside each other. They understand expectations for behaviour and willingly help with tasks, such as helping to place the books in the bag ready to take back to the library. Children are becoming independent and are keen to learn new skills. For example, younger children practise drinking water from a glass at mealtimes.

Books and storytelling are a strong focus at the setting. Children enjoy listening to stories as well as independently looking at books. They develop a strong interest in literacy and reading. Younger children enjoy pointing to the pictures in the books. They develop their vocabulary as they make links with objects and words.

Children access a range of different resources to draw and make marks. This helps them to develop their early writing skills. For instance, they concentrate on making patterns with crayons as they sit up at the table to create pictures. They are proud of their achievements and are eager to show visitors their artwork.

### What does the early years setting do well and what does it need to do better?

- The childminder makes strong use of song time to reinforce words with actions. She introduces new vocabulary as the children sing action songs. For example, children enjoy laying down on the floor as they pretend to be asleep before jumping up to hop like little bunnies. The childminder allows children time to listen and take in the information. She makes effective use of praise and encouragement as they repeat the songs back to her later in the day. The childminder supports children's communication and language skills.
- Children have regular opportunities to explore their local community. The childminder plans activities outside the home to give children new social experiences. For instance, they enjoy walking to the library. The childminder encourages them to explore the environment as they look at the flowers and name the colours of cars. The children develop their confidence as they interact with friends.
- The childminder has high expectations for children's learning. She is passionate about her role and devoted to the children. She works closely with her co-childminder. They provide a home-from-home environment for the children. The childminder attends local networking groups. She values the support she receives from other professionals to help her to develop her already good practice.
- Partnerships with parents are strong. The childminder and her co-childminder

know the families very well. They keep parents well informed of children's progress and offer ideas for learning at home. Parents speak warmly of the childminder's emotional support for them, especially during the initial settling-in sessions.

- The childminder's curriculum has a clear intent for learning. She provides a range of experiences for children to develop their thinking skills. For instance, they are eager to build using blocks and gain a sense of achievement as they complete more complex puzzles. However, children have fewer opportunities to explore a variety of open-ended materials to stimulate their imagination and experiment through imaginative play.
- Physical exercise is a keen focus at the setting. The childminder provides children with a multitude of opportunities to practise their large motor skills. For instance, they visit play parks to climb and use swings and slides. The childminder talks to the children about how to safely use the equipment. She reminds them to hold on to the railings at the top of the slide and make sure the slide is clear before letting go. Children build their muscle strength as they take managed risks in their play.
- The childminder has a focused knowledge of where children are in their learning and development. She interacts with the children to encourage their participation. For instance, younger children explore their ideas as they roll cars down ramps in the toy garage. However, on occasion, she does not extend children's mathematical language, such as by using words to help them identify position and direction.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular online child protection training to keep her knowledge of safeguarding practice up to date. She has a good awareness of the signs and symptoms of potential abuse and/or neglect. This includes issues such as county lines and being alert to extreme views and beliefs. She works closely with her co-childminder to ensure that children are always protected from harm. She receives updates from the local authority to ensure that she has the correct contact details in case she needs support or to make a referral. The childminder is fully aware of the importance of constantly supervising and being vigilant to ensure that she always maintains children's safety and welfare.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- extend the opportunities for children to engage in imaginative play
- make the most of opportunities to expand children's mathematical understanding.

## Setting details

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| <b>Unique reference number</b>                     | EY486855  |
| <b>Local authority</b>                             | Kent  |
| <b>Inspection number</b>                           | 10276603  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 3  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 5   |
| <b>Date of previous inspection</b>                 | 24 July 2017  |

## Information about this early years setting

The childminder registered in 2015. She operates from the home of her co-childminder in Folkestone, Kent. She provides childcare from Monday to Friday, from 8am to 6pm, for most of the year. The childminder holds a relevant childcare qualification at level 3. She receives funding to provide free early education to children aged three years.

## Information about this inspection

**Inspector**  
Sara Garrity

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the childminder's interactions with the children inside and while out on a walk to the library.
- The inspector spoke to parents and read letters from parents during the inspection to take account of their views.
- The childminder and the inspector discussed how the childminder and co-childminder organise the provision, including how they deliver the early years curriculum.
- The inspector checked evidence of suitability of all household members and evidence of the childminder's qualification.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Store Street  
Manchester  
M1 2WD

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